

ALTERNATE ASSESSMENT ELIGIBILITY CRITERIA FOR STATE ASSESSMENTS

FORM 1

09/01/06

Student: _____ DOB: _____ SAIS #: _____ Date: _____
School: _____ Special Education Categories: _____

Significant cognitive disability (SCD) eligibility requirements: For students whose instructional level is significantly below the enrolled grade level. In order to be considered for alternate assessments, students must **meet all** of the following **criteria**:

1. Evidence of a significant cognitive disability: Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability that prevents the acquisition of the Arizona Academic Standards.

Check disability category:

- ☐ MIMR ☐ MOMR ☐ SMR ☐ MD with MR component ☐ MDSSI with MR component
☐ TBI with MR component ☐ Autism with MR component
☐ Student *functions* like a student with MIMR across all areas- **commensurate** abilities in reading, writing, and mathematics, Adaptive Behavior scores, and measures of intellectual abilities.

Example 1: An 8th grade student functioning at 2nd grade in reading and writing and at 4th grade level in mathematics does not qualify under criteria 1.

Example 2: A 10th grade student functioning at the 2nd grade level in reading, writing, and mathematics does qualify under criteria 1.

Note: Students with learning disabilities who have overall intellectual and/or adaptive behavior abilities within the average range are not students with a significant cognitive disability.

_____ Yes _____ No

Comments:

2. Intensity of Instruction: It is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments even with extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings.

_____ Yes _____ No

Comments:

3. Curricular Outcomes: The goals and objectives in the student's IEP focus on progress within functional achievement indicators and the student's present level of educational performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.

Check level of standards:

- ☐ Functional and Kindergarten Arizona Academic Standards (For students in grades 2-12)
☐ Grades one through three of the Arizona Academic Standards (For students in grades 6-12)

_____ Yes _____ No

Comments:

Student meets the definition of *significant cognitive disability* (SCD)

_____ **Yes** (If the above three responses are marked *yes*, continue with eligibility criteria process.)

_____ **No** (If any response above is marked *no*, the student does not qualify to participate in alternate assessments.)

Most recent alternate assessment test results:									
AIMS-A Test Year _____		Level I ____ Level II ____			ASAT Test Year _____		Level I ____ Level II ____		
Standards Performance Levels	Falls Far Below	Approaches	Meets	Exceeds	Standards Performance Levels	Falls Far Below	Approaches	Meets	Exceeds
Reading					Reading				
Listening Speaking					Listening Speaking				
Writing					Writing				
Math					Math				
Comments:									

Consideration for Level I Eligibility

For students enrolled in grades 2-12

Circle “Yes” or “No” for each item in each content area. “No” responses qualify the student for *consideration* for the Level I alternate assessment.

READING: The student knows and is able to do the following (using print or Braille):

- | | | | |
|-----|----|---|-----------|
| Yes | No | Demonstrate the one-to-one correlation between a spoken word and a printed word. | Comments: |
| Yes | No | Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., <i>dog</i> /d/.../o/.../g/ while student moves a block or tile for each phoneme). | |
| Yes | No | Say letter sounds represented by the single-lettered consonants and vowels. | |
| Yes | No | Sort familiar printed words into basic categories (e.g., colors, shapes, foods). | |
| Yes | No | Derives meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy. | |

WRITING: The student knows and is able to do the following (using computer, Braille, or printing word or numeral):

- | | | | |
|-----|----|---|-----------|
| Yes | No | Write the 26 letters of the alphabet in both lower and upper case. | Comments: |
| Yes | No | Communicate by drawing, telling, or writing for a purpose. | |
| Yes | No | Use words, labels, or short phrases that clearly go with picture text. | |
| Yes | No | Write own name on personal work. | |
| Yes | No | Use knowledge of letter sound relationship to write simple words with some consonants and a few vowels (e.g., <i>I lik t d nts</i> . – I like to draw knights.) | |
| Yes | No | Use capital letters to begin “important” words. | |
| Yes | No | Consistently write left to right and top to bottom. | |
| Yes | No | Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing. | |

MATHEMATICS: The student knows and is able to do the following (using print or Braille):

- | | | | |
|-----|----|---|-----------|
| Yes | No | Identify orally a whole number represented by a model with a word name and symbol 0 through 20 (When presented with three objects, say 3, and write numeral 3). | Comments: |
| Yes | No | Match coins to purchase an item using a coin cue card. | |
| Yes | No | Identify penny, nickel, dime, quarter, and dollar by using manipulatives or pictures. | |
| Yes | No | Solve word problems presented orally using addition or subtraction with numbers through 9. | |
| Yes | No | Solve problems based on simple graphs, charts, and tables. | |
| Yes | No | Sort objects by shape, size, color, and length. | |

In considering the most recent test results and the eligibility criteria for Level I (AIMS-A/ASAT), the IEP team determined that this student will take the Level I alternate assessment.

_____ Yes _____ No

Consideration for Level II Eligibility

For students enrolled in grades 6-12

Circle “Yes” or “No” for each item. “Yes” responses qualify the student for **consideration** for the Level II alternate assessment.

Yes	No	Classify common words into conceptual categories (e.g., seasonal vegetables and fruits; types of seasonal clothing such as shorts or coats).
Yes	No	Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.)
Yes	No	Follow a set of written multi-step directions with picture cues to assist (focus on organization strategies e.g., list of homework assignments, check off when done).
Yes	No	Write multiple sentences in an order that supports a main idea or story.
Yes	No	Write expository texts (e.g., labels, lists, observations, journals).
Yes	No	Apply the symbols: +, -, =.
Yes	No	Use concepts and terms of position and size in contextual situations: <ul style="list-style-type: none">• Inside/outside• Left/right• Above/below/between• Smaller/larger• Longer/shorter
Yes	No	Identify the concepts <i>some</i> , <i>every</i> , and <i>many</i> within the context of logical reasoning.

Comments:

In considering the most recent test results and the eligibility criteria for Level II (AIMS-A/ASAT), the IEP team determined that this student will take the Level II alternate assessment.

_____Yes _____No

Students should participate in the grade level AIMS Dual Purpose Assessment (AIMS DPA) (grades 3-8), AIMS (grade 10) or TerraNova (grades 2 and 9) if the student exceeds standards on the most recent alternate assessment results for AIMS-A, Level II and ASAT, Level II.